### Teacher Notes on Using Writing Frames

#### Teacher Models the process

##### Through explanation and demonstration

###### Joint activity

Teacher jointly completes a demonstration writing frame with the class

###### Involving students in the process

Task of constructing frames is part of group work undertaken by class

###### Scaffolded activity

Students individually use the frames to support their writing – these frames can be differentiated

To support/stretch the full range of students in the class

**Independent activity**

Students can now structure their writing appropriately without the help of the frame

# Spider diagrams

ADVANTAGES / DISADVANTAGES

PURPOSE

ADVANTAGES / DISADVANTAGES

PURPOSE

###### Lipid3D MODELLING

###### FREEHAND

**SKETCH**

**MOCK UP**

PURPOSE

Examples

Examples

TYPES OF TECHNOLOGICAL MODELLING

Examples

ADVANTAGES / DISADVANTAGES

# Spider diagrams

**How to improve writing without thinking about it!**

**Strategy:** Freewriting

**Purpose**: To generate free flow of ideas by simply letting your mind go wild!

**What to do:**

Free writing is a simple process that is the basis for other discovery techniques. Basic free writing follows these guidelines:

* Write nonstop for a set period of time (5–10 minutes).
* Do not make corrections as you write.
* Keep writing, even if you have to write something like, "I don't know what to write."
* Write whatever comes into your mind.
* Do not judge or censor what you are writing.

*"Then free writing results in a mess?"*

Yes, it certainly can. In fact, if your free writing is neat and coherent, you probably haven't loosened up enough. However, remember that you can't fail in free writing. The point of doing free writing is the process, not the end result. If you follow the guidelines, your free writing is successful.

**Free writing has these benefits:**

* It makes you more comfortable with the act of writing.
* It helps you bypass the "inner critic" who tells you - you can't write!
* It can be a valve to release inner tensions.
* It can help you discover things to write about.
* It can indirectly improve your formal writing.
* It can be fun!

**Some final suggestions for free writing:**

* Use the writing tool that is most comfortable for you— pencil, computer, or whatever.
* Don't cross anything out: Write the new idea down; leave the old one.
* Drop all punctuation. That can make your free writing faster and more fluent.

**Final Advice:** Don't give up on freewriting after one exercise. Many students think that it's boring or stupid at first and come to love it after a week or so of exercises. Freewriting is like any other kind of mental activity: you *will* get better at it. The first couple of times you try it, perhaps nothing will come of it. After a few efforts, though, the exercise will become liberating. Just as you would never start to play tennis or jog without stretching a bit first, you will never try to write again without doing a bit of freewriting first. Sometimes, even in the middle of an essay, when stuck for the next idea, you can do a bit of freewriting to get you going again.

Source: Peter Elbow, *Writing with Power*, Oxford University Press, 1981, 1998. http://web.mst.edu/~gdoty/classes/concepts-practices/free-writing.html

**Writing – A Common Understanding**

Like reading, writing involves creating meaning from text and develops from oral language. Skilled writers and readers draw on their prior knowledge and make connections with the new information.

There are four stages that students go through in the writing process:

1. Forming intentions – purpose, topic, ideas, information
2. Composing text – selecting ideas, structuring and sequencing for a purpose
3. Revising – proof reading
4. Publishing - presentation & feedback

[adapted from MOE ‘Effective Literacy Strategies Year 9-13’, 2004]

The writing produced by the students should be clearly structured in paragraphs and be ‘information rich’ at this point.

## Common Understandings on Structure



**Transactional Writing**

**Introduction:** State the topic /aim of report. Outline key ideas / parts that you will discuss in the report.

**Body:**

S Statement for idea / section 1

E Explanation / Discussion

X Example/diagram

S Statement for idea / section 2

E Explanation / Discussion

X Example/diagram

S Statement for idea / section 3

E Explanation / Discussion

X Example/diagram

**Conclusion:**  Summarise your viewpoints and findings in relation to original topic /aim.